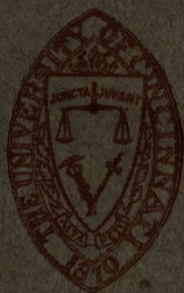
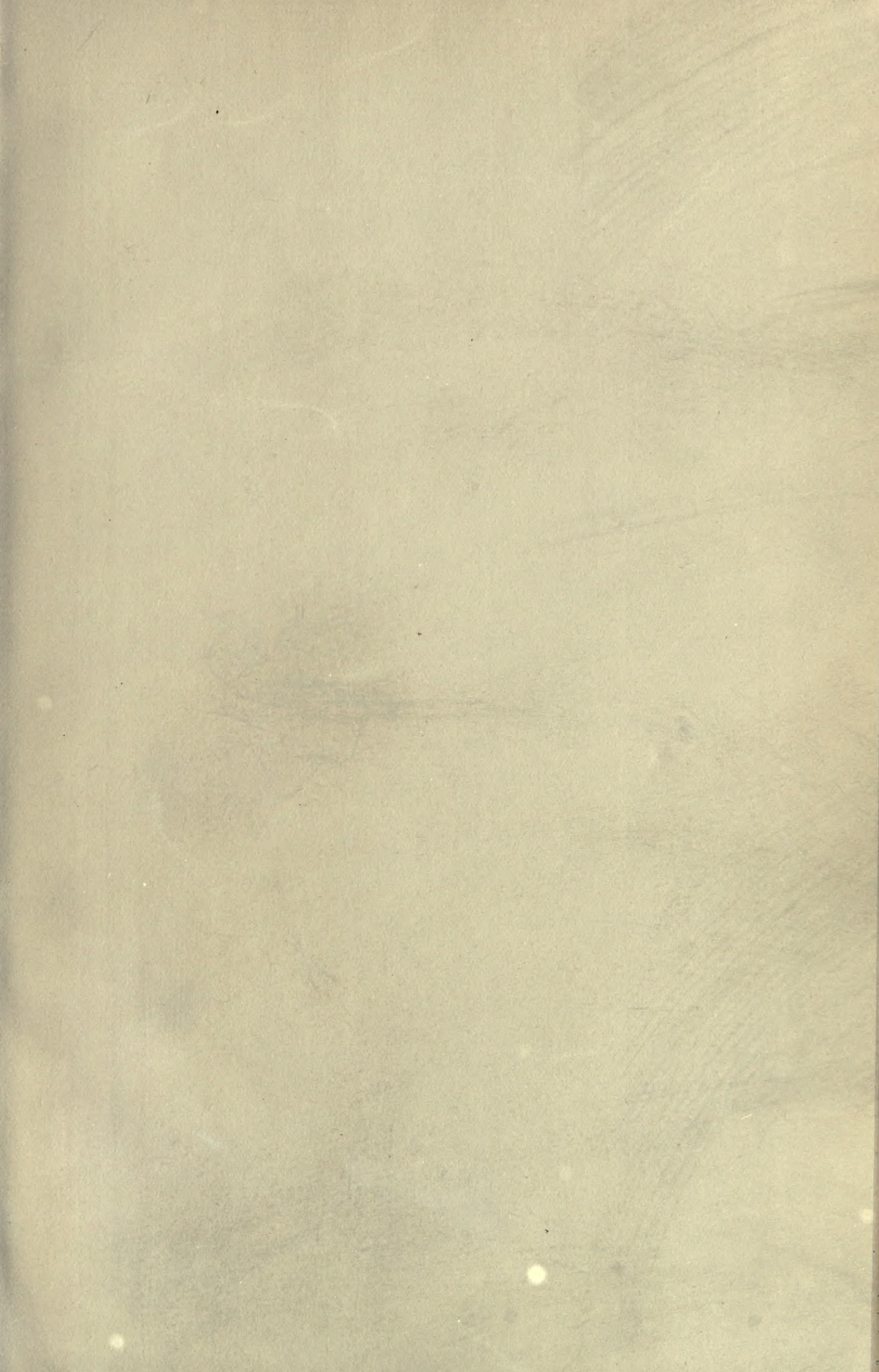


Inauguration of
**CHARLES
WILLIAM
DABNEY**

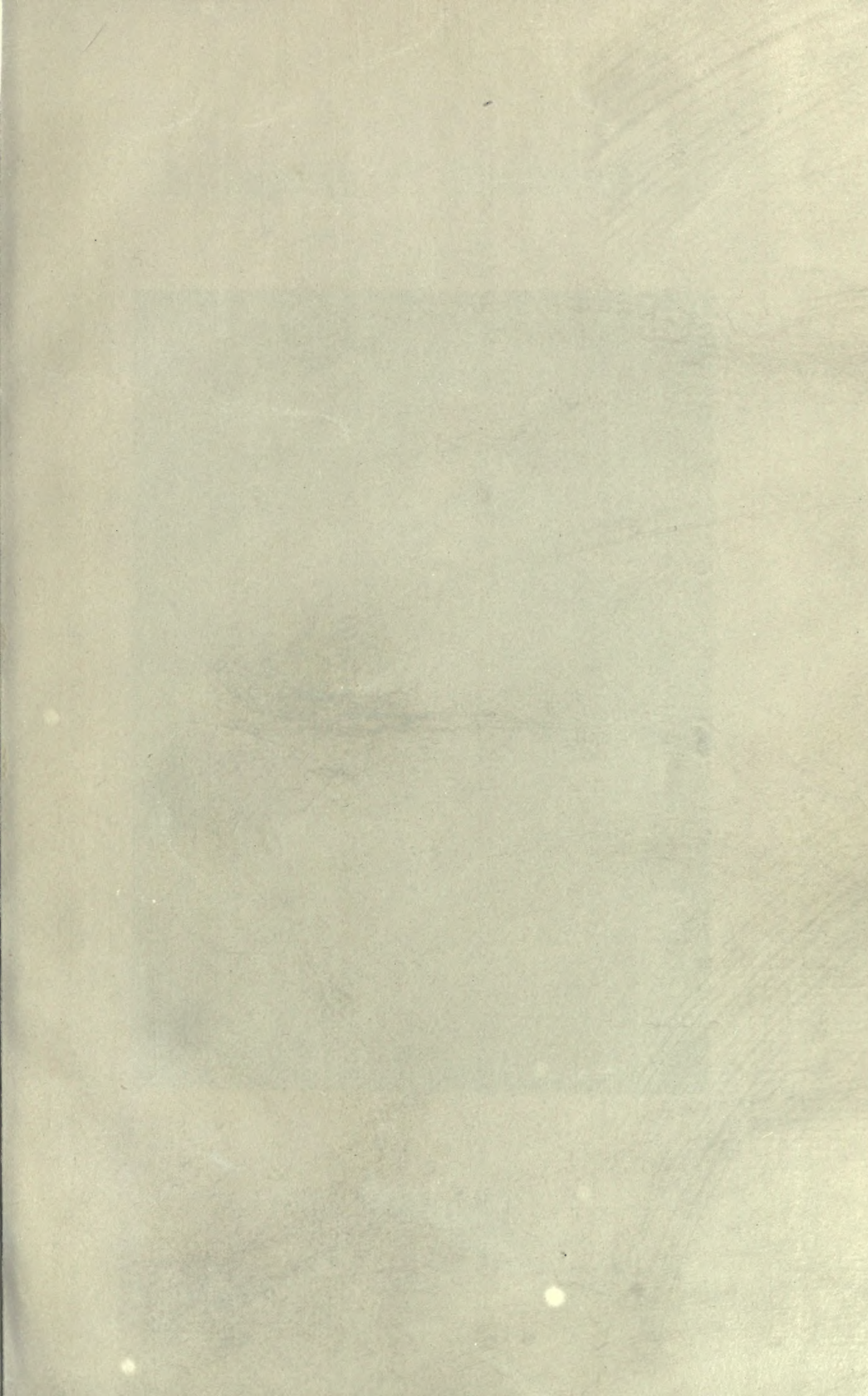
*As President of the
University of
Cincinnati.*







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University of Cincinnati Record

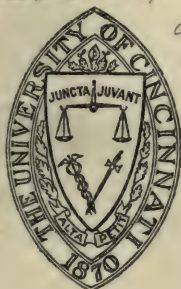
SERIES I.

December-January.
1904-1905

VOL. I., No. 3.

Inauguration Number

*Inauguration of Charles William Harky
as President of the
University of Cincinnati*



Published Bi-Monthly by the University of Cincinnati at the University
Press, Burnet Woods, Cincinnati, Ohio.

Entered July 28, 1904, at Cincinnati, Ohio, as second-class matter under
act of Congress of July 16, 1894.



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University of Cincinnati Record

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SERIES I.

December-January.

VOL. I., No. 3.

Inauguration of Charles William Dabney.

On the 12th of January, 1904, the Board of Directors of the University of Cincinnati unanimously elected Charles William Dabney, then President of the University of Tennessee, to the presidency of the University of Cincinnati. Dr. Dabney was at once officially notified of the action of the Board, and in a letter to the Chairman formally accepted the election, agreeing to enter upon the duties of his office on the first of July, 1904. As soon as his acceptance was known the Board adopted a resolution providing for a committee to take charge of suitable inaugural ceremonies, to be held in the fall on a day to be determined by later action of the Board. This committee consisted of John G. O'Connell, Frank J. Jones, Samuel W. Trost, A. B. Benedict, Henry Melville Curtis, with Louis T. More as secretary.

Immediately after the beginning of the fall term of the University the Board of Directors secured the cooperation of the citizens of Cincinnati, who at a general meeting, held on October 15 at the Fosdick Building, formed a citizens' committee to act with the committee of the Board in making preparations for the coming inauguration of President Dabney. Too much can not be said in praise of the untiring work of these two committees, and of the way in which they planned and carried out every detail of the celebration. The committees decided on November 16 as a suitable date, and

early in October issued the following invitation bearing the seal of the corporation and the colors of the University, to the President of the United States, the Governor and Lieutenant-Governor of Ohio, Senators and Representatives of Ohio, prominent citizens of Cincinnati, members of the Alumni, Presidents of colleges and universities, and other leading educators:

*The Directors of
The University of Cincinnati
request the honor of your presence
at the Inauguration of
Charles William Dabney, LL.D.
as President of the University of Cincinnati
on Wednesday the sixteenth of November
nineteen hundred and four*

As the assembly hall of the University is too small to seat the large number of persons who accepted the invitation, the auditorium of the city Music Hall was selected for the ceremonies, and a special committee was appointed to see that it was properly decorated for the occasion. Professor Louis T. More, the Secretary of the Committee of the Board, was appointed Chief Marshal for the day. The events connected with the inauguration began with a public reception given at the University on Tuesday evening, November 15, by the Board of Directors and the Citizens' Committee to President Dabney and the guests of the University. The arrangements for the reception were made by a committee from the Faculty named by the Board: Professor Merrick Whitcomb, Dean Elizabeth Czarnomska, and Professor Horace Taylor Eddy. The approach to the university buildings and the buildings themselves were outlined with electric lights, and over the main doorway of McMicken Hall hung an illuminated reproduction of the coat-of-arms of the University. The faculty room in which the receiving party stood was draped with scarlet and black, the colors of the University, and the assembly hall, which was used as a general meeting room for the guests, was decorated with the university colors and with the seal of the city draped with the national flag. In the receiving line were Dr. and Mrs. Dabney, and as representatives of the citizens who gave the reception, Mayor and Mrs. Fleischmann, Mr. and Mrs. Oscar Kuhn, Major and Mrs. Frank J. Jones, Dr. and Mrs. Henry Melville Curtis, Dr. and Mrs. Joseph Ransohoff, Col. and Mrs. Brent Arnold, Judge and Mrs. Lawrence Maxwell, Mr. and Mrs. A. B. Voorheis, Dr. and Mrs. C. R. Holmes, Col. and Mrs. John W. Warrington, Mr. and Mrs. Samuel W. Trost, and Mr. and Mrs. J. G. O'Connell.

The inaugural ceremonies were held on Wednesday morning, November 16, in the auditorium of Music Hall. The seating capacity of the hall is 5,600, and before half after ten, the hour appointed for the cere-

monies, every place was filled and the doors were closed. The stage of the auditorium was decorated with palms and flowers and draped in the national and the university colors; over the proscenium hung an illuminated reproduction of the city seal, and in front of the organ hung a similar reproduction of the university seal. The procession formed under the direction of the marshal, Louis T. More, and his assistants, in the north wing of Music Hall and promptly at half after ten moved toward the auditorium. The greater number of the representatives and delegates wore academic gowns decorated with the appropriate hoods of their degrees, and the brilliant colors and the large numbers of the various sections made the procession of fifteen hundred people dignified and impressive. The divisions were as follows:

First Division.

Malcolm McAvoy, '97, Marshal

Alumni of the University

Second Division.

Amos Porter Foster, Marshal

Students of the University

(Departments arranged according to date of organization)

Academic Department, J. H. Shaw, R. T. Dickerson,
F. H. Payne, E. G. Smith, Marshals

Engineering Department, H. G. Holdredge, Marshal

Dental Department, A. A. Davis, C. R. Eshelman, Marshals

Law Department, Thorne Baker, James Stewart, Marshals

Medical Department, Robert Conard, Roy McKay, Marshals

Third Division.

Professor Stephen Elmer Slocum, Marshal

The Faculty of the University

Fourth Division.

Professor George Morey Miller, Marshal

Representatives from Preparatory Schools

Professor W. L. Yerkes, Principal of Academy, Paris, Ky.
J. H. Fuqua, State Superintendent of Schools of Kentucky
G. J. Ramsey, Sayre Institute of Lexington
E. H. Mark, Superintendent of Schools of Louisville
Alexander Hogg, Superintendent of Schools of Fort Worth
J. I. Hudson, Superintendent of Schools of Portsmouth
John Burke, Superintendent of Schools of Newport
S. T. Dial, Superintendent of Schools of Lockland
C. S. Fay, Superintendent of Schools of Wyoming
J. M. Hamilton, Superintendent of Schools of Lebanon
C. A. Hunt, Superintendent of Schools of Mt. Healthy
E. L. Mendenhall, Superintendent of Schools of Xenia
Arthur Powell, Superintendent of Schools of Middletown
B. C. Graham, Superintendent of Schools of Tampa
E. Regenstein, Principal of High School, Newport
W. P. Cope, Principal of High School, Hamilton
W. S. Codman, Principal of High School, Norwood
J. O. Falkenburg, Principal of High School, Home City
John Maddox, Principal of High School, Bellevue
E. B. Cox, Principal of High School, Xenia
E. H. Fister, Principal of High School, Glendale
Miss L. St. Clair, Principal of Hamilton Seminary of Lexington
Miss Rebecca Davis, Hamilton Seminary of Lexington
W. T. Harris, Principal of Walnut Hills High School
E. W. Coy, Principal of Hughes High School
A. M. Van Dyke, Principal of Woodward High School
Miss Alma Sattler, Principal of Miss Sattler's School
Madame Fredin, Principal of Madame Fredin's School
J. L. Shearer, Principal of Ohio Mechanics Institute
Mrs. H. Thane Miller, Principal H. Thane Miller School
G. K. Bartholomew, Regent of Bartholomew-Clifton School
J. E. White, Principal of Franklin School
W. E. Stilwell, Principal of the University School

Fifth Division.

Professor H. T. Smith, Marshal

Delegates from Societies and Public Officials

National Education Association

E. H. Mark, Superintendent of Schools of Louisville

Southern Education Association

George J. Ramsey, Sayre Institute of Lexington

General Education Board

Robert Curtis Ogden, Albert Shaw

Southern Education Board

H. H. Hanna

National Geographic Society

William E. Curtis

American Chemical Society

Alfred Springer

American Institute of Electrical Engineers

B. A. Behrend, D. A. Hall

United States Department of Agriculture

Professor F. H. Bigelow

Alliance Française

Th. A. Christen, Miss Emma Morhard

Cincinnati Society of Natural History

Josua Lindahl

Engineers' Club of Cincinnati

C. N. Miller, C. H. Meeds, H. E. Warrington

Cincinnati Literary Club

Charles Crank, John W. Herron

Academy of Medicine

Byron Stanton, J. M. Withrow, S. P. Kramer,
Edwin Ricketts

Historical and Philosophical Society of Ohio

Albert H. Chatfield, Mrs. T. L. A. Greve

Cincinnati Woman's Club

Mrs. Lawrence Maxwell, Mrs. H. B. Morehead

Daughters of the American Revolution

Mrs. Adam Gray, Mrs. S. C. Ayres

Deutscher Litterarischer Club

G. Deutsch, H. H. Fick

Board of Public Safety

J. J. Faran

City Council of Cincinnati

Michael Mullen, John Breen, C. H. Urban, W. J. Byrth,
J. S. Trevor

Public Library of Cincinnati

N. D. C. Hodges

Superintendent of Schools of Cincinnati

F. B. Dyer

Board of Education of Cincinnati

John G. O'Connell	John Grimm, Jr.	L. J. Dauner
John Schwaab	S. B. Marvin	W. J. Klein
Wm. Degischer	C. G. Smith	J. M. Robinson
J. H. Toelke	Chas. A. Gehrlein	G. J. Schlichte
John Gigos	J. B. Peaslee	I. D. Washburn
E. G. Betty	J. E. Cormany	Fred. Eggers
Geo. W. Harper	A. L. Tischbein	

Sixth Division.

Professor William Henry Crane, Marshal

Citizens' Committee

John W. Warrington, Chairman

Samuel Ach	Judson Harmon
William H. Alms	Henry Hanna
Brent Arnold	W. E. Hutton
L. A. Ault	M. E. Ingalls
Morris L. Bettman	Charles D. Jones
George Bohrer	Eli Joseph
Joseph C. Butler	E. W. Kittredge
Max Burgheim	Norman Kenan
Edward Colston	John Kilgour
C. G. Comegys	Leopold Klëybolte
Dr. P. S. Conner	Nicholas Longworth
Briggs S. Cunningham	Perin Langdon
J. T. Carew	Ledyard Lincoln
Harlan Cleveland	Harry L. Laws
Dr. N. P. Dandridge	J. Wm. Luhn
Edw. J. Dempsey	Leopold Markbreit
T. J. Emery	Lawrence Maxwell
E. O. Eshelby	Lewis E. Miller

James C. Ernst	Rev. Frank H. Nelson
Edward H. Ernst	Wm. Cooper Procter
Rev. Hugo Eisenlohr	Wm. P. Rogers
Jonas B. Frenkel	Dr. H. A. Smith
J. Walter Freiberg	J. G. Schmidlapp
J. Benson Foraker, Jr.	Rufus B. Smith
Dr. Fred. Forchheimer	W. Kesley Schoepf
Hon. Julius Fleischmann	Stewart Shillito
James N. Gamble	Charles P. Taft
Edward Goepper,	A. B. Voorheis
James A. Green	Clifford B. Wright
A. Howard Hinkle	Frank Wiborg
Geo. W. Harris	Lucien Wulsin
Alexander Hill	D. J. Workum
Dr. C. R. Holmes	Joseph Wilby
Howard C. Hollister	M. M. White
Louis J. Hauck	Wm. Worthington
Geo. Hoadley, Jr.	Charles F. Windisch

Seventh Division.

Professor Eldon Revore James, Marshal

Delegates from Colleges and Universities

[Institutions are arranged in inverse order of date of organization]

Radcliffe College

Miss Alice Morrill

Cedarville College

Reverend President David McKinney, D. D.

Armour Institute of Technology

Professor Howard Monroe Raymond

Barnard College

Dean Laura Drake Gill, A. M.

University of Texas

Professor Frederick William Simonds, Ph. D.

Professor Edwin Whitfield Fay, Ph. D.

Case School of Applied Science

President Charles Sumner Howe, Ph. D.

Johns Hopkins University

Professor William Henry Welch, M. D., LL. D.

Professor A. Marshall Elliott, Ph. D., LL. D.

Peabody Normal College

Dean Wickliffe Rose, M. A.

Wellesley College

Miss Mary Geraldine Gordon

Smith College

Reverend President L. Clarke Seelye, D. D., LL. D.

Hebrew Union College

Reverend President Kaufmann Kohler, Ph. D., D. D.
Mr. Bernhard Bettmann

Purdue University

President Winthrop Ellsworth Stone, Ph. D.
Professor Jay Robert McColl

Colorado College

Reverend President William F. Slocum, D. D., LL. D.

Central University of Kentucky

Reverend President Frederick William Hinitt, Ph.D., D.D.
Mr. Louis P. Pink

Vanderbilt University

Dean William Lofland Dudley, M. D.
Professor Richard Jones, Ph. D.

Wilmington College

President A. T. Brown, LL. D.

Buchtel College

Reverend President Augustus B. Church, A. M., D. D.

Ohio State University

Reverend President William Oxley Thompson, D.D., LL.D.
Professor Nathaniel Wright Lord, E. M.
Professor Charles Sumner Plumb
Professor Rosser Daniel Bohannon, C. E., E. M.

Boston University

Reverend Wilbur Patterson Thirkield, D. D.

University of the South

Vice Chancellor Benjamin Lawton Wiggins, M. A., LL. D.

Kentucky Wesleyan University

Professor W. H. Garnett, Ph. D.

University of Minnesota

Professor Henry Turner Eddy, C. E., Ph. D., LL. D.

University of Illinois

President Edmund J. James, Ph. D.

Cornell University

President Jacob Gould Schurman, D. Sc., LL. D.

Professor G. W. F. Atkinson, Ph. D.

University of West Virginia

President Daniel Boardman Purinton, Ph. D.

Fisk University

Dean Herbert Hornell Wright, A. M.

Georgetown College

Reverend President J. J. Taylor, D. D.

State College of Kentucky

President James Kennedy Patterson, Ph. D., LL. D.

Professor J. H. Kastle

Professor Joseph Hoeing, Ph. D.

Massachusetts Institute of Technology

President Henry Smith Pritchett, Ph. D., LL. D.

Vassar College

Reverend President James Monroe Taylor, D. D., LL. D.

Presbyterian Theological Seminary of Louisville

Reverend Peyton H. Hoge, D. D.

Kentucky University

President Burris Atkins Jenkins, A. M.

The Western College

President Lilian W. Johnson, Ph. D.

Dean Mary Alma Sawyer, M. A.

Moore's Hill College

Reverend President Frank Clare English, D. D.

Antioch College

Professor Stephen Francis Weston, Ph. D.

Northwestern University

Professor Thomas Franklin Holgate, Ph. D.

University of Rochester

Professor W. R. Benedict
William Henry Davis

University of Wisconsin

Dean Edward Asahel Birge, Ph. D., D. Sc.

Oxford College

President Fannie Ruth Robinson, Ph. D.

University of Mississippi

Chancellor Robert Burwell Fulton, LL. D.
Professor Alexander Lee Bondurant, A. M.
Professor Paul Hill Saunders, Ph. D.

Otterbein College

Reverend President Lewis Bookwalter, A. M., D. D.

College of the City of New York

President John Huston Finley, Ph. D., LL. D.

Earlham College

President Robert Lincoln Kelly, Ph. M.
Professor Edwin Diller Starbuck, Ph. D.

Mt. Union College

Reverend C. W. Barnes

Wittenberg College

Reverend President Charles Girven Heckert, A. M., D. D.

Eclectic Medical College

John K. Scudder, A. M., M. D.

Ohio Wesleyan University

Acting President W. F. Whitlock, LL. D.

University of Missouri

President Richard Henry Jesse, LL. D.

Muskingum College

President J. Knox Montgomery

Mt. Holyoke College

Mrs. Mary Dane Hall

De Pauw University

Reverend A. Wells

Union Theological Seminary

Robert Curtis Ogden, A. M., LL. D.

Marietta College

Reverend President Alfred Tyler Perry, A. M., D. D.

Tulane University

President E. B. Craighead

Professor Alcée Fortier

Oberlin College

A. C. Shattuck, LL. B.

Lafayette College

President Ethelbert Dudley Warfield, LL. D.

Lane Theological Seminary

Reverend President William McKibben, D. D.

University of Toronto

Vice President R. Ramsey Wright, LL. D., F. Z. S., F. R. S. C.

Western Reserve University

Reverend President Charles F. Thwing, D. D., LL. D.

Kenyon College

Reverend President William F. Peirce, M. A., L. H. D.

Professor William Peters Reeves

University of Virginia

Professor Charles William Kent, Ph. D.

Miami University

Reverend President Guy Potter Benton, A. M., D. D.

Trinity College

Professor Charles Lincoln Edwards, Ph. D.

Indiana University

Professor Martin Wright Sampson, A. M.

Vincennes University

Professor Geoffrey Gray, A. M.

Ohio University

President Alston Ellis, Ph. D., LL. D.

Professor William Hoover, Ph. D.

United States Military Academy

Brigadier General Joshua H. Bates, U. S. A.

University of Georgia

President Henry Clay White, Ph. D.

Union College

Honorable Samuel Furman Hunt

Colonel James Van Voast

University of Tennessee

President Brown Ayres, Ph. D.

Dean Florence Skeffington, A. M.

Professor Charles E. Ferris, M. E.

Professor Charles E. Wait, C. E., M. E., Ph. D.

University of Vermont

Reverend President Matthew H. Buckham, D. D.

Western University of Pennsylvania

Reverend Chancellor Samuel B. McCormick, D. D., LL. D.

Williams College

Professor Philip Van Ness Myers, LL. D., L. H. D.

Brown University

Honorable Samuel W. Smith, Jr.

Columbia University

Professor William Peterfield Trent, LL. D.

University of Pennsylvania

Reverend Professor Henry Wilson Spangler, D. D.

Professor John Carew Rolfe, Ph. D.

Yale University

Honorable Charles Phelps Taft, A. M., J. U. D.

Harvard University

Charles Theodore Greve, A. B.

Eighth Division.

Professor Frederick Charles Hicks, Marshal

The Board of Directors of the University

Frank Johnston Jones

Joseph Ransohoff, M. D.

John G. O'Connell

Alfred B. Benedict

Samuel W. Trost

F. Sanford Brown

Ellis Guy Kinkead

Henry Melville Curtis, D.D.

Oscar W. Kuhn

SPEAKERS.

Dean Joseph Edward Harry

Dean William Lofland Dudley

President William Oxley Thompson

President John Huston Finley

Mr. Rufus Biggs Smith

Professor William Henry Welch

President Henry Smith Pritchett

President Jacob Gould Schurman

Rabbi David Philipson

Right Reverend Boyd Vincent

The Attorney General of Ohio

Judge Albert Clifton Thompson

His Honor the Mayor of Cincinnati

His Excellency the Governor of Ohio

President Charles William Dabney

Chairman Frank Johnston Jones

The procession passed from the north wing of Music Hall along the Elm street walk of Washington Square, then through the main entrance of the hall into the auditorium. As President Dabney, accompanied by Major Frank J. Jones, entered the hall, seven thousand people stood simultaneously and burst into spontaneous cheers. Not civic pride alone stirred that vast audience, but the conviction that under this new administration the future holds for the University of Cincinnati an ever increasing influence and a larger usefulness.

With Major Frank Johnston Jones, Chairman of the Board of Directors, presiding, the ceremonies proceeded according to the following

Program.

Processional, March from Tannhäuser, . . . *Wagner.*

Invocation by Rabbi David Philipson, D. D.

Hymn, America.

My country, 'tis of thee,	Let music swell the breeze,
Sweet land of liberty,	And ring from all the trees,
Of thee I sing;	Sweet freedom's song;
Land where my fathers died,	Let mortal tongues awake;
Land of the pilgrim's pride,	Let all that breathe partake;
From ev'ry mountain side	Let rocks their silence break,
Let freedom ring!	The sound prolong.

God of all truth, to Thee
Our University
Do we commend;
Long may her halls be bright
With learning, truth and right,
Gird Thou her sons with might,
Their way attend.

Introductory Address by Frank Johnston Jones, Chairman of the Board of Directors.

Administration of the Oath of Office to the President of the University by Honorable Albert Clifton Thompson, LL. D., Judge of the United States District Court.

Addresses of Welcome in Behalf of:

The City: His Honor the Mayor of Cincinnati.

The State: His Excellency the Governor of Ohio.

The Faculties: Joseph Edward Harry, Ph. D., Dean of the Academic Department.

The Alumni: William Lofland Dudley, M. D., Dean
of the Medical Department, Vanderbilt Uni-
versity.

The Colleges of Ohio: William Oxley Thompson,
D. D., LL. D., President of the Ohio State Uni-
versity.

Organ Solo:

Theme, Variations and Finale Fugato, . *Guilmant.*

Inaugural Address by Charles William Dabney, LL. D.,
President of the University.

Music, Prelude to Manfred, . . . *Reinecke.*

Addresses in Behalf of:

The College: John Huston Finley, Ph. D., LL. D.,
President of the College of the City of New
York.

Law: Rufus Biggs Smith.

Medicine: William Henry Welch, M. D., LL. D.,
Professor of Pathology in Johns Hopkins Uni-
versity.

Music, Albumblatt *Wagner.*

Engineering: Henry Smith Pritchett, Ph. D., LL. D.,
President of the Massachusetts Institute of
Technology.

Philosophy: Jacob Gould Schurman, D. Sc., LL. D.,
President of Cornell University.

Music, Jubel Overture *von Weber.*

Benediction by the Right Reverend Boyd Vincent,
Bishop of Southern Ohio.

Recessional, Coronation March . . . *Svendson.*

Address of Major Frank J. Jones.

In behalf of the Board of Directors of the University of Cincinnati, of which I have the honor to be the Chairman, I have the pleasure of extending to you a most cordial welcome on this interesting and auspicious occasion, and it is with no ordinary feeling of exultation that I greet you as the friends of our institution. This is the beginning of a new era in the history of our University; the inauguration of a new administration in the management of its affairs. During the past thirty years, much has been accomplished, but much more still remains to be done. We take pride in our achievements and successes in the past, and we look hopefully toward a future bright and full of encouragement. In giving his vast wealth to the City of Cincinnati for the establishment of this University, Charles McMicken built wiser than he knew; that which has been accomplished, has far exceeded his possible expectations. He left an inspiring example, which I am happy to say has been followed by other citizens who have ennobled themselves by their generous gifts to this institution, their names appear on our roll of honor, and they will for all time to come be held in grateful remembrance for their philanthropy and munificence. This is the institution of which Charles McMicken, Henry Hanna, Briggs S. Cunningham, Samuel Brown, William A. Procter, Matthew H. Thoms, Asa Van Wormer, and David Sinton are the conspicuous benefactors. This is the institution with which the Hon. Rufus King, the Hon. George Hoadly, the Hon. Alphonso Taft, the Hon. J. D. Cox, the Hon. Samuel F. Hunt, Dr. Cornelius G. Comegys, Dr. Isaac M. Wise, and our greatly esteemed fellow citizen, the Hon. William H. Taft, have been prominently connected. Our University stands for higher education and all the benefits arising therefrom; it stands for moral and social improvement;

it stands for scientific research and scholastic excellence ; and it stands for the best which contributes to intellectual development, good citizenship, and patriotism.

But why should I extend my remarks when I am in the presence of men distinguished among the prominent educators of our country? They are the master minds who can tell us what higher education means for those favored with the opportunity of acquiring it and what this University can do and is doing for the fame and welfare of the city of Cincinnati.

As I stated in the beginning of my remarks, a new administration in the government of our University now assumes charge of its affairs, and the Directors rejoice in having secured for the presidency of our institution a gentleman of culture and refinement ; a scholar of ability and rare attainments ; an educator of large experience ; a man upon whom other universities and colleges have bestowed well merited honors in recognition of his literary and educational work elsewhere ; a man eminently fitted in every way for the honorable and responsible position to which it has been our pleasure to invite him.

The oath of office was then administered to Dr. Dabney by his Honor, Judge A. C. Thompson, of the United States District Court.

Judge Thompson: Dr. Dabney, you have been duly elected the President of the Cincinnati University. The University is a public institution ; and under the laws of this State, it is necessary before the discharge of official duty that you should take the oath of office, which is given to public officers generally. It therefore devolves upon me, by request of the Directors, to administer to you that oath.

Do you solemnly swear that you will support and defend the Constitution of the United States and the Constitution of the State of Ohio, and that you will

faithfully, honestly, and impartially discharge the office of President of the Cincinnati University during your continuance therein?

Dr. Dabney: By the help of God I will.

Major Jones: Now, on this our University Day and in the presence of this magnificent audience—to you, the students of our University, and to you, the members of its Alumni Association, to you, the members of the various faculties, to you, the members of the Board of Directors, and to you, the Trustees of our professional schools, to you, our esteemed invited guests, and to you, our valued friends, the members of the Citizens' Committee, and to you, Ladies and Gentlemen; one and all; I have the great pleasure and honor of presenting Dr. Charles William Dabney, the President of the University of Cincinnati.

Address of Mayor Fleischmann.

Mr. Chairman, Our Honored Guests, Ladies and Gentlemen:

It is my very great privilege and pleasure to extend the most cordial greetings and welcome to our honored guests, and it is also my pleasant duty to thank them in the name of the people of Cincinnati for honoring us with their presence on this occasion, which to us marks not only a new era in the history of the University, but in the educational history of our city. All Cincinnatians will bear me out in the statement that with the innate pride of all Americans, we of Cincinnati are proud of our home: we watch its every forward movement as a parent watches a child; we try to see to it that its growth shall be healthful; and although like all parents we sometimes differ as to the exact manner in which the child shall be raised, we always find ourselves in the end working for the common good. Many of you have come

from afar to assist us to-day in officially welcoming into our homes a new guardian of an important trust; a man who will have the training of the minds and the shaping of the intellects of future Cincinnatians, one whom we feel assured will do much toward making Cincinnati famous as a great educational center, as it is to-day a center of art, of music, and of commerce. Many of you knew him before we did, and your presence here attests the high regard in which you hold him. I extend to you, one and all, a hearty greeting, and I hope that your stay in our city will fully repay you for your kindness in coming to us. Your presence will help us to increase civic pride in our University. The vast audience which greets Dr. Dabney is an evidence of the awakening interest of our people in the University; may the enthusiasm now aroused grow stronger and stronger until we reach the day when the city of Cincinnati and the University of Cincinnati shall have become so identified that the mention of the name of our city will carry with it the fame of our University.

To you, Dr. Dabney, I bid an official welcome and a hearty welcome to our home, and I assure you that your aim will be our aim and ambition, your work our work, now, henceforth, and forever.

Address of Governor Herrick.

Mr. Chairman, Ladies, and Gentlemen:

It is a great pleasure to meet with you upon this occasion, and I congratulate you, first upon having a university, and second, upon having at the head of your university an educator like Dr. Dabney. It is a pleasure, I assure you, to welcome in behalf of the State of Ohio, so celebrated a man. You know, we in Ohio feel that if anything good can be produced on earth, we produce it. But a short time ago I ran across some statements that threw a new light on this subject. Some man down East has compiled statistics showing where cele-

brated men are born and raised, and I must confess, that since I have seen these statistics, I think, perhaps, there may be men celebrated in public life who were not born in Ohio. I found that in the New England States in every hundred thousand people, fifty-four were celebrated, in New York thirty-four, in Ohio only nineteen. However, I took some comfort in knowing that Indiana has only eleven famous people in every hundred thousand, Kansas two, and Colorado one.

There has been some criticism in the past of Ohio's educational institutions, but the number of forceful, efficient men whom she has sent into the West to develop that great section of our country, has disarmed such criticism. But, if the figures of our Eastern friend be true, Ohio is not doing her duty; she is not producing enough illustrious men to the hundred thousand. Our State, however, is fully alive to the truth that education suited to existing needs makes the man, and so, forgetful of old differences, we have turned to the new South for an educator who will make the highest educational institution of the city, the University of Cincinnati, an increasingly efficient producer of illustrious men. The University has, in the past, given to our State and our country, men eminent in learning and statesmanship. Under this new administration we expect it to give us more of the same kind of men; we expect it to do its full share in making great men, so that the next time our Eastern friend gives us statistics, Ohio instead of New England will stand as the foremost mother of illustrious sons.

A few years ago the South meant little to you or to Cincinnati, but you built a great Southern railway, which cost something like twenty-four millions, so that now you can appreciate the advantages of transportation between the North and South; you can appreciate her commercial and educational advantages; and the fact that today we inaugurate Dr. Charles W. Dabney president of the University of Cincinnati, proves that you can appreciate her great men.

Dr. Dabney, I desire in behalf of the people of the State of Ohio to offer to you the heart and hand of the people and to welcome you to our midst.

Address of Dean Harry.

In behalf of the faculties I extend first of all cordial greetings to our President, to whom we pledge our earnest support; to the delegates from the various colleges and universities, who have honored us by their presence, and to the citizens of Cincinnati, who have accepted the invitation to be present at these ceremonies, we give a hearty welcome.

In the East they have had centennials and bicentennials, with successions of processions until President Patten jocularly remarked that he looked forward hopefully to the time when the university president's chief duties would be to attend banquets and wear a cap and gown. In the West, though we are not perhaps very accurate in our dates, we are beginning to realize that we too are getting old enough to celebrate. Chicago and St. Louis held their great expositions one year too late; and Cincinnati to-day may be said to be celebrating by anticipation the centennial of her University. Nearly one hundred years ago there was granted in this city a charter for a higher institution of learning. Its earliest name was Lancaster Seminary; this later became the Cincinnati College; and this in turn became the Cincinnati Law School, now a department of the institution to whose President, Judge Thompson has just administered the oath of office. The oldest integral part of the University, which has borne the same name from the beginning, is the Medical College of Ohio, founded in 1819. In 1859 was made the donation of McMicken, a name which still clings to the University of Cincinnati, as our visitors will be apprised when they hear the college cheers on the foot-ball field this afternoon. On the seal affixed to the invitations you have received is imprinted the number 1870. This is the date of the birth of the Academic Department. Four years later

work was begun and the department organized by the appointment of three professors and two instructors. In 1876 the next speaker on the morning's program entered as a freshman. In 1878 was graduated the first class with a membership of one. This one who bears the unique distinction of being the "oldest living graduate," and at the same time the oldest and youngest member of his class, is with us this morning.

Just three decades have elapsed, and to-day there are half a hundred in the teaching force, half a thousand in the student body, and eighty-two in the graduating class. Before another decade shall have passed, Mr. Chairman, under the leadership of the educator whom the Board of Directors has called to the high office of President, we trust and believe that we shall achieve what every loyal citizen of Cincinnati must devotedly wish, the bringing of our University to her rights; that is to say, into the very front rank of American institutions of higher learning, with two hundred in the teaching corps, two thousand in the student body, and a productive endowment of at least five millions.

Yet we would not have you suppose that we are carried away by the wave of academic commercialism, which threatens to carry on its tide to utter destruction the high ideals of the past. The chief business of a college is the normal development of all the powers that lie in man's nature. The prime product of a university is, after all, *men*—men of character, men who make for good government, men who wield an influence for good in the community in which they live; and to attain this end, men must be secured for the faculties who have the keenest penetration, the most refined taste, the soundest scholarship and judgment; men who will inculcate, by example if not by precept, sound moral doctrine, religious without the cant of religion and without the narrowness of sectarianism. But large means are required to produce large results. Buildings must be erected, books provided, fellowships endowed, laboratories equipped, that

chemistry, physics, and biology may be adequately taught. Funds must be secured that courses in economics and history, in psychology and philosophy, may be properly conducted. The great literatures of the past with their æsthetic splendor, the classical languages, though called dead, yet undying, in that the stuff of thought they carry with them is still a part of the world's thinking, must be made to live again on the hills of Cincinnati; the mighty chart of modern literatures must be unrolled, particularly of our own great English literature, which has only in the very recent past been receiving due recognition from American colleges and universities, though for centuries it has been proclaiming its precedence in trumpet tones.

All these things and more we confidently expect to accomplish for our University under the guidance of the able administrator whom we greet so heartily to-day.

Inaugural Address of President Dabney

Governor Herrick, Mayor Fleischmann, Mr. Chairman and Gentlemen of the Board of Directors; Delegates of Sister Institutions and Guests; Colleagues of the Faculties; Alumni and Students of the University; Ladies and Gentlemen of Cincinnati:

These generous greetings compel me to pause a moment to attempt to express, if possible, the feeling they evoke. For your kindly welcome, for your words of encouragement, and for your assurance of cooperation, I am profoundly grateful. To make suitable response is beyond my power. Your kind utterances, make me very humble now, but they will inspire me and give me strength in the future. To justify your faith and realize your hope will tax my capacity to the uttermost; but, relying upon the sympathy and support of the Directors, of the Faculties, of the Alumni, and of the people of Cincinnati, I shall endeavor faithfully to execute this office, trusting you to judge the work as generously as you have welcomed the worker.

I stand here to-day, however, merely as a representative of the ideals and aspirations of education of the people of Cincinnati, and as the chosen head of the institution with which they propose to crown the life of their city. A system of public schools, ascending grade by grade from the primaries to the colleges, and a justly celebrated collection of private schools, professional colleges, and schools of music and art, demand a university as the capstone of the educational pyramid. Having opened her rivers and railways to commerce, founded her marts of trade, and built her halls of industry, Cincinnati has now established on the heights her Acropolis of culture, and will erect thereon her temples of learning, science, and art.

From a small town of a section Cincinnati has grown to be a great city of the nation. The half million people who earn their living within sight of these hills will soon be a million. To all of these and to those other millions dwelling in our tributary country, the city owes a duty of direction and leadership.

Education is the most serious problem of the democracy. The American people have fully resolved to give all their children an elementary education. That much is settled for good. But shall the people of a republic depend entirely upon private individuals, associations, and churches for the means of higher education? Our states have said, "No." They have built their universities, which are already the most characteristic institutions and powerful agents of the democracy. How a great city shall organize and support a university of its own is the problem before us.

Cincinnati is the first of American cities to undertake to solve this problem. As the result of the generous provisions of her private citizens and of the public contributions of the people, she has already come into possession of a large educational plant. This union of public and private effort in the support of a noble cause is typical of her honorable past and prophetic of her splendid future. It forms the most interesting

educational experiment now being made in the country, if not in the world. A municipal system of education, complete from the elementary schools to the graduate and professional departments, a great unit of democracy at work educating itself—what could be more important? The practical solution of this problem will be interesting to every large democratic community. Yours, fellow citizens, is the opportunity to serve not only your own children and those of your neighbor, but our entire country and the whole educational world.

This great undertaking calls for our united, our devoted support. The noble manner in which private citizens and the city have cooperated in establishing and in bringing together the different elements of this system; the provisions for maintenance now permanently fixed in the charter of the city; the devotion of official boards and private associations; and especially the enthusiasm for the University manifested by this convocation today—all prophecy a glorious success for this unique and epoch-making movement.

The task before us suggests the theme for the hour. I ask you to consider with me the man in the democracy, and his educational rights, duties, and destiny.

The moving spectacle of the centuries exhibits four institutions which make for civilization: the home, the school, the state, and the church. Wherever these agencies have been wanting in the world there has been no civilization; where they have been strongest and freest, there has been the highest civilization. One or more of these institutions has always played a leading part in the large achievements of the race. These agencies are closely linked together, and each reveals a phase of the social relations of man. The home discovers the child in relation to his parents and brethren; the school reveals the youth in relation to his teacher and fellow students; the state, the man in relation to his fellow citizens; and the church, the spirit of man in relation to the Father of spirits. Through the discipline of these relations man is educated.

The fundamental conception of education is growth and training. Development comes first by training and then by work. Man must grow and work or else decay and die; he must be before he can do; he must get before he can give; he must become strong before he can serve. But he can only get his growth and enter into his full estate by the help of these agencies of his social environment. This process of education goes on continuously wherever we live and so long as we live. Growth and training are not limited to the home and the school. The wonderful fact is that we grow by giving and become strong by serving. Therefore, that form of state is best which gives man's social nature the fullest exercise. Of all governments democracy does this best.

The school is the institution whose special task it is to develop into fullness of being and doing the future citizens of the democracy. The church and state develop men incidentally in the course of their other functions. The school trains them by a definite plan and with a fixed purpose.

Let us first recall a few of the elementary principles of democracy. Governments exist for the protection and development of mankind. They exist not for the governors, not for a bureaucracy of their agents, not for the benefit of any class whatever, but solely for the benefit of all the people governed. We can not say of any form of government that it is best for all people under all circumstances. One form of government may be best for a set of people under certain conditions; another, for a set of people under different conditions. That government is preferable which most adequately protects the race and trains the powers of its people. No government is of divine right, but that government is divinest which best maintains justice, love, and mercy among men. Autocracy may have been best for a people in its childhood; aristocracy, for a people in its youth; but democracy is the best form of government for a people in its manhood. It is the best system

we know to-day, not because it always affords the best protection to individuals, for this it does not always do; but because it trains and educates men most generally and most effectively. Undoubtedly, democracy in its present form is far from perfect; but it certainly contains the essential truth in its fundamental teaching that government exists for man, and not man for government, and in that still nobler teaching that we are all brethren, not because we are of one race or of one church, not because we are citizens of Cincinnati, or members of this republic, but because, whether Caucasian, African, or American Indian; whether Jewish, Protestant, or Catholic, we are all sons of one Father which is in Heaven.

But even the freedom and brotherhood of the democracy can not produce perfect equality of condition among all citizens. On the contrary, individual liberty in a free state must lead unavoidably to inequality of conditions and possessions. Variety is the law of nature. Where there is no variety there can be no selection. A high civilization implies infinite differentiation with freedom. Such differentiation is always followed by wide integration, or union of related elements, and then a new differentiation begins, and so on forever. Variety between men, between families, between communities, between churches, and between states, is thus an essential condition of growth and freedom.

While differences of condition in our present civilization are inevitable, in the democracy there is an ever increasing realization of man as a free being. In an autocracy like the Sublime Porte no one is free but the Sultan; in an aristocracy like ancient Athens, twenty thousand citizens were free, and four hundred thousand human beings were slaves; but in this republic of the Anglo-Saxon race all men have an equal chance to become free, and, what is more important, all men possess an ever growing consciousness of freedom and an ever increasing realization of brotherhood. This freedom is not license, the absence of law, but righteous self-rule,

the consciousness of oneself as the source of law. In order that a man may have true freedom he must be educated.

"I, Freedom, dwell with knowledge ; I abide
With men by culture trained and fortified.
Conscience my sceptre is and law my sword."

This ideal of democratic freedom is possible only where all the people are educated, for where they are ignorant, the attempted democracy soon reverts to an aristocracy or to an oligarchy. Because of the mass of ignorant blacks, there existed in the South before the Civil War an aristocracy ; because of great bodies of untrained foreigners, the governments of some of our large cities have at times been veritable oligarchies. Modern democracy, realizing the menace of ignorance to her very existence, has resolved that every child within her bounds, rich or poor, white or colored, shall have an opportunity to get all the education it can take. Nothing less than this will meet the requirements and fulfil the ideals of a government "of the people, by the people, and for the people."

The first right of the man in the democracy then is to have a school. Education is the preparation of the fully developed free man for service in his environment. It first builds the all-round man, strong in all parts of his nature : mind, affections, and will ; it then adjusts him to his physical, intellectual, emotional, and volitional environment. It is the duty of the democracy to train its citizens to vote intelligently and to work honestly, and therefore the modern state or city must provide public schools for its children.

Men have, indeed, a right to govern themselves, but without education, men have not the capacity. Suffrage is not a natural right, but a privilege assigned to those who qualify themselves for its proper exercise in accordance with a standard fixed by the state. All men, except abnormals, possess the capacity for education, and when educated have the power to govern themselves and the right to take part in the government

of others. Democracy means self-government; self-government necessitates universal education; and universal education can only be accomplished by free public schools under the control of all the people.

Let us have done with these hackneyed arguments against the public school. Free public schools are not institutions of "paternalism." The city or the state does not establish schools as it does orphan asylums for children who have no parents. Who are the voters and tax-payers but the fathers, uncles, and brothers of the children? The school district or the city is merely their organization for educating their own children. The state requires them to do it and provides the machinery; but the people direct the schools and pay the bills. Local self-government of schools is one of the most important principles of democracy.

Let us also cast out of our minds all half-hearted arguments for the free education of all the people. It is true that it pays a community to educate all its youth; but the public school is not a charity institution. School-houses and school-masters are cheaper than jails and soldiers, but we do not build public schools for that reason. Such arguments for free schools are little less than an insult to a free people. Democracy is something nobler than a policeman guarding and protecting our property and our rights. The democracy establishes its public schools to train new citizens and to fit them for self-government, and when it shall have done its full duty in this respect there will be little need of policemen and soldiers. A democracy spending hundreds of millions for warships and forts, for armies and navies, is enough to give devils joy. If we spent one fourth of this treasure in schools and missions, the whole world would soon be ours in bonds of love and there would be no need of these engines of death and destruction.

Education conserves and education advances. Education conserves all the good in the past of the race. It gathers up the fragments, so that the new man takes up the burden of progress which his fathers laid down

with their lives: "Other men labored and ye have entered into their labors." It preserves the achievements of man as the foundation on which to build the more stately mansions of the soul. How impossible then to neglect the school and the scholar as factors in the maintenance of civilization!

Education is also the chief agent of human progress. The characteristic which distinguishes man from the lower animals is his power to advance himself independently of heredity and natural selection. This he does by working actively to mould his environment, so as to make it more and more favorable to human life. He commenced his work by moulding nature, and has continued it by moulding mind. Man has improved plants, developed animals, conquered the earth and sea, acquired resources of a thousand kinds, chained and used the forces of nature, invented tools, established transportation and communication, and made the whole world of matter contribute to his welfare and progress. He builds homes, churches, schools, colleges, and universities, and makes all the intellectual, social, and religious forces contribute to the development of his mind. The growing mind of each generation conquers more of nature, and nature in turn feeds the mind. So nature and mind re-act the one upon the other, as they both build up the man. Civilization has its foundation in this moulding by man of his environment.

Now civilization, as the progressive realization of human nature, which is merely education writ large, employs five agencies: science, language, art, religious institutions, and social and political institutions. Science, systematized knowledge, is the basis of all our thinking and doing; it is at once the fulcrum of all our work and the lever of all our progress, without which we should have no control either of the processes of nature or of social life. New needs are constantly developing, which it is the province of science to supply; new materials are constantly called for, and science

discovers them; new forces are required to do the world's work, and science promptly connects them with the great world-machine. The modern university, which trains men to do these things, was the starting point of the present marvelous era of wealth-production and of social evolution. Language has two important functions in human progress: it makes possible permanent records and reasoning about our experience, and it also provides for the communication and distribution of our knowledge and experience. Art, including literature, sculpture, painting, and music, is a means of the expression of our ideals and feelings, and so liberates and elevates human experience. It is the part of our American education most sadly neglected. Social and political institutions, like the school and the state, preserve, transmit, and distribute all these possessions of society, while the church develops the spiritual nature of man. These great agencies—science, language, art, social and religious institutions—are all preserved and advanced through the colleges and the universities. Without the institutions of higher education, these agencies of civilization could not be maintained and strengthened, and the race would stand still and die.

Society constantly needs new leaders, and the college trains them. Progress in all departments of science, art, industry, and social institutions, is in the hands of the man who knows. Ours is a day of experts. When we build a house, a factory, a bridge, or a railroad, we call in the man who has been especially trained for this work. In every field of industry, in all matters of health and sanitation, and even in charitable and religious work we confide more and more in the specialist. We need specialists also in municipal and state affairs. The modern city must provide institutions for the study of the sciences of human life and the arts of hygiene and medicine, and therefore needs sanitarians and physicians; it constructs and maintains public works, and so needs engineers and chemists; it conducts public finance and administers the business of

the people, and so needs economists and administrators; and as education is the chief business of the people, one of the most important needs is educational engineers, trained teachers and superintendents. No better illustration of the utility of experts could possibly be presented to you than this company of eminent scholars, scientists, educators, publicists, engineers, physicians, who have honoured us with their presence to-day; each one a specialist in some department of knowledge, who is constantly using his talents in the service of his country.

Since higher education produces more efficient men, and thus increases the productivity, the wealth, and the power of the nation, it is the duty of the state or city to provide not only free schools but colleges and universities for the higher training of its citizens. The university is at once the creature and the creator of the democracy; it is born of the people, and it lives for the people. It is the very brain and heart of progress, supplying it with both direction and food. It is at one and the same time the school, the work-shop, the library, and the light-house of democracy. Every democratic state or city must have its university to supply direction for its people and to train their leaders, or it can never realize its glorious aims. Since the education of all the people is the basis of democratic progress, the problems of public education are the problems of the university. The first duty of the university is to train educational experts to develop the schools.

Our conception of the educational rights of man has grown with the conception of his nature and his destiny. If man is a soulless being, like the stocks and stones, or a mere animal, like the beast of the field, whose life is limited to a few years, his education is, at best, the expedient of a day. But if man has an immortal spirit capable of limitless development, then is his education of infinite concern.

Our conception of education has grown both in content and in extent. We believe first in universality in

education. No human being is an accident, a few molecules of matter or ions of force, but every one is a child of God created to do a definite work in the world. We believe that as every child is a plan of God, capable of infinite development, so every child deserves to be rightly trained for his work. There is no class, no aristocracy, in education; education is for all. This is the fundamental argument for universal education; this is the ground of our faith in democracy and in its ultimate success—that every human being has a right to a chance in life, because God made him, and made him to do something in the world.

Secondly, we believe in diversity in education: that education should include all subjects that fit men for better living and better serving. No department of knowledge belongs to any one class. The whole material world is for all men to study and to control; the whole intellectual world for all men to enter into and possess. As there are no classes in the democracy of men, so there are no classes in the republic of science. It is not a question of higher education for one class and lower education for another. There is no higher and lower education, as there is no primary and secondary education, except in the order of time. We make too much of these imaginary differences. Let us take a broader view and realize, once for all, that education is the complete training of all men to do all the work for which God made them.

Universality and diversity are thus the two fundamental principles of our educational theory. Each man has a right to a complete education in any department of knowledge; but complete education does not mean that all men must be educated in the same way. Diversity of gifts, talents, office, and service is the law of life. Completeness consists in the harmonious development of the powers of the individual man.

It is the duty of each man to develop to the fullest his own peculiar talents. As life and art grow more complex, society needs an increasingly diverse set of

agents, and the ideal of democratic education should be to produce a cooperating population in which each individual has attained the maximum power and efficiency in the direction of his peculiar talents.

A nation of men and woman with all their powers completely trained would be like a grand orchestra of many instruments; each instrument, large or small, soft or loud, giving its own melodious tone, and each tone blending into the perfect orchestral harmony. So the men and women of our race, trained to their highest and clearest expression, may blend the music of their lives with the eternal harmonies of God. No individual discord should mar the melody, no individual note should be lacking, for the lives and the service of all men are necessary to produce the grand symphony of the perfect democracy of the future.

What dare we say lastly of the destiny of man in the democracy?

What is the meaning of this education of all men in accordance with their God-given natures? Education is a world-process for the development of human beings. Nature and society are at work making us into the image of God. As inconceivable ages of organic evolution preceded the birth of the child, so inconceivable ages of educational work must succeed his birth before he becomes the perfect man. As it took all the creative energies to make this "heir of all the ages," so it will take all the resources of the family, school, church, and state to fully develop this citizen of the Kingdom of Heaven.

To this end the world of nature and the world of society are perfectly adapted. Paulsen says that it is impossible to conceive a world better fitted than ours to educate man. What better school could be contrived for him than this wonderful world with its myriads of objects of interest and beauty, all shot through with light and vibrating with sound? All the world's a school, and all the men and women merely pupils.

What is true of the material world is also true of

the social world. The experience of nations teaches that whatever morality declares to be good and just is found to preserve and advance individual as well as social life, while evil impedes and destroys it. Injustice and falsehood may triumph for a time, but in the end right rules. Through suffering and death the truth passes to its resurrection.

Moreover, the truth does not always have to wait until the next world for its coronation. Right rules eventually in this world, as the history of nations in a thousand instances declares. We have a striking illustration before us to-day in the humiliation of Russia by Japan. The power that for ages has held its own people in bonds and persecuted the Jews and all other aliens; the dynasty that stole the Baltic provinces, murdered Poland, and seeks now to smother all the liberty and learning that lives in unhappy Finland, has found its judge and executioner at last in a little people whose virtues, exhibited in a devotion and patriotism never surpassed, are a splendid testimony to the power of righteousness to exalt a nation. Every believer in humankind, every lover of justice and truth, hails Japan to-day as a glorious example of what education can do for a people.

Education in this broad sense is the process whereby men and nations realize their destiny and reach the highest goal of power and service. What is that destiny and what that goal?

Upward evolution is the one method of all the vast periods of the past. The time spanned by human history, by the records of the rocks, or even by the wider history of the cosmos, is only a small chapter of eternity; but that chapter is written full of the great First Cause. The irreversible, ascending process of organic evolution of which we read there, is a lesson from the Infinite, a parable of the Truth. Now, if matter teaches us by these unwearying processes of evolution, by physical and biological laws, to expect only progress in the world of nature, how much more does mind en-

courage us by its unmeasured development through natural and educational agencies to hope for perfection in the world of spirit. Mental as well as physical evolution seeks a kingdom beyond our present horizon. Both declare that there must be a reality back of this vast creative work, a destiny ahead of this tremendous progressive force. Education is merely the course of evolution become conscious in man. It is a part of the one vast process of making a Universe of worlds and a Heaven of spirits. The work begun in darkness and chaos, in world-mist and vaporous nebulae, in seething suns and cooling planets; the life born on land and in sea, in grass, herb, and fruit, in fish, fowl, and creeping things—all this unrolling matter and all this ascending life—has its culmination in man, its completion in his education.

Our experience of the development and education of man teaches us that "in this world there is nothing great but man; in man there is nothing great but mind." How else can we explain the upward development of unrealized mind which education reveals, except on the theory that behind the whole process and giving it power at every stage is the one Infinite Mind? In the whole universe there is nothing great but mind! The world's a school, and the Infinite Mind immanent therein is the Great Teacher!

The education of man is never complete. The formative physical and social influences bearing upon him are never ceasing; they tug at him as long as he lives. His environment is never exhausted, and therefore he never has all the education he can take. There is always more to learn, to love, to do. Our ideals flee from us as we pursue them. Truth, beauty, and goodness are infinite and eternal, and are waiting to be known, loved, and realized by the intellect and heart of man. They are the objects of his ceaseless study, the encouragement of his tireless strivings, and the goal of his endless development. Because he loves truth and beauty, and pursues ideals, and hopes so universally

and unceasingly, we must believe in his continuous progress. The process of education proves that man is capable of infinite development. This is the basis of our hope of immortality.

But why is man immortal? To what end has he an undying mind, capable of infinite development? Service, we found, is the ultimate end of education. As it has been in time, so we believe it will be in eternity. As we are being educated for service here, so we shall be educated for a higher service in the hereafter. As service is the purpose of our education, so also it is the means of our future training; we are trained for service, and we are trained by service. We are told that a violin tuned by a master grows ever richer and sweeter with the years. A Stradivarius, three hundred years old, played for years by a Paganini holds his spirit, they tell us, as well as that of its maker in every plate and fibre, ready to breath it forth again in music at the touch of a master. So God makes us every one after his own fashion, and by playing upon us through the years, tunes us and fills us with His Spirit, and so prepares us to praise Him in an unending life of service. Service is the end of all education, service is the end of immortality.

Does philosophy give us thus a hint of our destiny? Behold, O ye struggling, suffering men and women of this world the vision it gives us of the future! A vast multitude praising their Maker and Teacher, each upon his own instrument, in accordance with his own nature—a complete brotherhood of perfected spirits—such was the dream of King David when he sang of a people praising their God “with the sound of the trumpet,” “with the psaltery and harp,” “with stringed instruments and organs,” and “upon the high sounding cymbals.” And such again was the vision of Saint John, when he saw the New Jerusalem and “heard a voice from heaven as the voice of many waters and as the voice of a great thunder,” and “as the voice of harpers harping with their harps,” and “they sang as it

were a new song before the throne" . . . "and no man could learn the song save they that had been redeemed out of the earth." Only those taught of God in this world will sing the new song before the throne!

Address of Dean William Lofland Dudley.

Twenty-five years ago a student of the University, in the most extravagant wanderings of his fancy, could not have dreamed of a scene like this: one of the greatest auditoriums in the world filled to congestion with a brilliant audience composed of the most influential citizens of this great city; a host of alumni and students moved to the highest pitch of enthusiasm; ten thousand people seeking admission and denied entrance only by the limitations of this spacious hall; and more than one hundred distinguished men and women, representatives of the leading educational institutions of our country, sent here to join with us in celebrating the installation of our new President—a ceremony which marks the beginning of an epoch in the history of the University of Cincinnati. This scene fills the heart of every alumnus with an emotion which can be appreciated only by a loyal son or daughter of a generous Alma Mater.

The University of Cincinnati has always stood for the highest scholarship, and from the day of its opening the ranks of the faculty have been filled with scholars recognized everywhere as leaders in their chosen fields of labor. As the years have passed, the standard of scholarship has kept pace with that of the foremost institutions of learning in our country; a fact that fills the breasts of the alumni with justifiable pride.

The material progress of the University was slow to begin, but the accomplishment of the past few years augurs great things for the future. Even now the alumnus of the seventies views with amazement the transformation from the old campus located in the heart of the great industrial activity of the city, on the site of

the home of the generous founder, Charles McMicken, whose name we shall always revere, to a campus in a spacious park, where the beauties of nature greet the students at every turn serving to inspire them in their ardent search for knowledge and to develop in them the latent sense of the true and the beautiful; from an unpretentious single building to the magnificent group of buildings, equipped in the most modern style, crowning one of the chain of beautiful hills which encompass the city. Those who have watched, day by day and year by year, this slow upbuilding of the institution can not appreciate the feelings of an alumnus who returns after twenty-five years absence; to him it seems the realization of a fairy tale.

Three elements are necessary to the successful progress of a great institution of learning: high scholarship, wise management, and ample funds.

In the early days, the University had no president, in fact, no man to work out its educational and business policy and to direct its progress. In this respect also a great change has been wrought, and to-day we celebrate the installation of a president who has had long experience in the administration of the affairs of educational institutions. It is the earnest hope of the alumni that the Board of Trustees will accord their President wide scope in the management of the University, giving him full opportunity to apply his knowledge and experience in university affairs to the advancement of our Alma Mater. No institution can succeed without a skillful President, and no President can succeed unless the trustees are guided by his wisdom.

The alumni are most grateful to the generous founder of the University, and this feeling only serves to infuse in them a deeper appreciation of the generous aid of Hanna, Van Wormer, Cunningham, Procter, and others, whose liberal donations have made possible the excellent equipment which the students now enjoy. We entreat other citizens to emulate their worthy example. These noble men have enriched the University and

honored themselves; for no benefaction is productive of so much good as a gift to education. Other benefactions serve to relieve suffering, to lengthen the days of decaying humanity, or to elevate lives already debauched; but a gift to education is an aid to life at its beginning, an impetus to its growth and development during the period of vigorous youth. It is like a seed sown in a fertile soil and a salubrious climate: it germinates, it develops into a luxuriant plant which bears fruit, casts its seed over the face of the whole earth, and thus reproduces its kind forever.

As the representative of the alumni of this great institution, I bring good tidings of their prosperity, good wishes, and an abundance of love for their Alma Mater, and a most cordial welcome to the new President, Dr. Charles William Dabney, to whom I pledge their most loyal support.

Address of President John H. Finley.

It is my peculiar honor to represent on this occasion not only my own college, which is so closely akin to the University of Cincinnati in its parentage, but also the hundreds of little republics of the arts and sciences and collegiate commonwealths in the great federate universities which together constitute that fruitful genus, the American College: institutions, dear to this great continent and indigenous to its ideals, which have sprung up on the shores of the two seas, by the lakes and the gulf, among the hills, in the solitudes of the valleys, and along the crowded streets of the cities, wherever men have driven their plows or planted their altars, wherever mothers have kept prayers and hopes for their children in their hearts, and wherever sons have dreamed of the sheaves and the stars that made obeisance; institutions so dear that in the genealogy of our memory and of our aspirations they bear the generic name of Alma Mater. I am appointed by your invitation to speak for those institutions, for our com-

mon academic mother, whose nourishing has made us brothers, to say her word of affectionate greeting, to speak her word of advice, and to express the prophecy of her hope, as one of her sons and one of our brothers takes up his new and noble task.

The word of greeting into which I must gather all the thoughts that would have expression is of felicitation to this city, first of all, that she is maintaining here in her midst and largely out of her own treasure, an institution of this motive and character; for your university is your city's best token. It is not her charities, her public works, her parks and her gardens, her varied provision for the maintenance of order, the prevention of disease, and the promotion of material well-being that express her highest purpose. It is what she is doing for the education of her own, and especially for their higher education, that is voice and proof of her most exalted desire and pledge of her potent future. Our great democracy has not only given every child some slight possession in our vast heritage from the past, if it be only the acre fixed by the three R's, but in many commonwealths of our republic and in many of its cities it has also given to those who are free and able to acquire more, still larger holding in that great territory of truth which time has annexed out of Eternity; and it has led some few of them out upon the very borders of this invisible realm, to be precursors of thought, men as dear to her as were ever the pioneers who blazed their way through natural forests, or crossed arid plains. This is the best word of congratulation that I can speak, that you are here out of your treasures performing this high service.

And with this word of felicitation to the City and its College is to be coupled one which congratulates you upon the coming of a man, so experienced and so masterful, to the management and cultivation of these, your intangible estates. He has been a Secretary of Agriculture. He is still to be. The character of the field alone is changed.

On such an occasion the word of advice might perhaps be as well omitted, yet I cannot forego the privilege of my invitation and of my own surpassing years of experience as a college president, to utter it. You are, moreover, Dr. Dabney, a university president. You are to make doctors, lawyers, dentists, and specialized scholars; and you may be in peril of forgetting that your highest function is in seeing that the man is made first. That, of course, is the greatest problem; for no two men are made in the same way, though doctors and dentists may be. The undergraduate is, for all the difficulty and variety of the problems he presents, a most lovable creature. He will force himself upon your attention and into your affections. Often you will have to spend the entire night thinking of him; and yet, with all his faults, you must love him, if you are to succeed in your great task. I have to fortify myself with a prayer every morning when I go to meet him and I will let that prayer express my advice to you: "O Lord, help me to remember that every one of these three thousand is a soul and not an awkward piece of clay, labeled a Freshman or a Sophomore. Help me to be patient with his weaknesses, sympathetic with his immature aspirations, merciless of his wilful sin. Forbid that I should sacrifice him to my institutional pride, to the winning of athletic prestige or the getting of endowments. Keep me from covetousness of my neighbor's numbers and from bearing false witness in my catalogue. As much as lieth in me help me to live peaceably with all men, but may I not be led to purchase peace at the price of any principle."

And my word of prophecy? What can that be when there is an infinity to be measured and only a finite word with which to attempt the measurement? Think what of the past has been converged here, a past which history and science and philosophy spend all their time in trying to estimate and define. Yet the angle of divergence is, or should be, greater than the angle of incidence, and our imaginations must still further

expand if they are to compute the confines of what is to go out from this one institution to the heightening, to the lengthening, to the broadening of life.

I see this University standing a great tree beside the rivers of water, here between the North and South, as the city's perpetual prayer to the sky which is above it. It is the visible expression of your aspirations, your crying for wisdom through the night of smoke which envelopes you. And because you have made this petition, because you have asked wisdom, your prayer is to be granted. Not only an understanding heart is given, but riches and fame as well.

The winds carry the vapors from the sea to the mountains, the mountains condense them into rain, and your river carries them back to the sea again. The vapors of my thoughts have been condensed as I came over the mountains in the night into this little shower of words; they will run off into the gulf of oblivion again and be forgotten, but may they at least give temporary refreshment to the purposes planted here this day and cheer to your own heart, Mr. President, who are to live here as director of one of the visible fields of truth and of its teaching.

Address of Rufus B. Smith.

In looking over the program of this morning, I notice that I am the only speaker on the program who has not a title of some kind. I think, therefore, that the Chairman of the Board of Directors has very appropriately assigned to me the subject, "Democracy and the Higher Education."

The University of Cincinnati has unique points of interest: it is a University founded by private endowment, yet supported in the main by the self-imposed taxes of a municipality, an institution of higher education, founded in a democracy and supported by it. We look in vain outside of America for a parallel and in America we find but one, the College of the City of New

York. The first and paramount duty of such an institution cannot be questioned. It is to teach its students that the principles of democracy, those principles upon which this great republic was founded and has prospered, are true; to teach them so to conduct themselves in the defense and perpetuity of these principles, that their children will venerate their memory, as we venerate the memory of our fathers.

The democracy of Athens had a literature and art that still excite the admiration of the world; the republic of Rome had a code of laws that to-day forms the basis of the law of the greater part of continental Europe, a standing army of stupendous proportions, great material prosperity, and rich subject colonies; the republic of Venice covered the seas with its ships of commerce and carried the arts to the greatest perfection; yet these democracies of the past are but memories. Thus we see that neither intellect nor physical power and success, neither standing armies nor commerce, nor colonies can make democracy enduring; for its real dynamic is not an intellectual force, nor a mental force, but a moral force; and that moral force is the force of truth and justice benignly administered in the spirit of the brotherhood of man.

Let it then ever be the mission of the higher education in this country, and especially in this University, to teach the truth and necessity of this great moral force which thus far has made American democracy prosperous and enduring. Let it teach equality before the law and the right of citizenship for all over whom the flag floats, and that no privileged classes have a place in democracy, except those who in honorable competition come into the privileges which democracy offers; let it teach the dignity of labor—that all labor is honorable and only idleness a crime; let it teach the rights of property, and that what honest thrift saves or superior ability accumulates shall not be taken away by the vagaries of the theorist, by the idle, or by the vicious; let it teach that the education of the

people is the corner stone of democracy, and that democracies rise or fall in proportion as the people are intelligent and moral, or ignorant and immoral; let it teach the separation of Church and State and that it is not the function of government to tell a man how he shall worship God; let it teach that citizenship in a democracy is a trust, and he who neglects its duties is false in his leadership, and that he who bribes officials is a traitor to the State.

But as Mr. Lowell has said, "Democracy is not merely a form of government; it is a spirit and a sentiment of which the form of government is but an expression"—the spirit and sentiment of truth and justice of the brotherhood of man and the Fatherhood of God. The spirit of monarchy and aristocracy is reactionary, ironclad, exclusive, dogmatic, repressive. The spirit of democracy is progressive, expansive, just and truthful, bouyant and hopeful, seeking the good of all. The spirit of democracy then is the spirit of the higher education, for the spirit of the higher education is also progressive, expansive, just and truthful, bouyant and hopeful, seeking the good of all. The higher education, it is true, does not appear only in these countries whose government is that of democracy. But its spirit being the spirit of democracy, it must thrive best when planted in that soil. Because there are roses so hardy that scarcely any climate can destroy them, it does not follow that there is not a climate in which they will not bloom with more vigor, more beauty, and more fragrance.

The spirit of the higher education, like the spirit of democracy, lives best in an atmosphere of freedom and of independence. It insists on freedom of thought and liberty of choice. It will not think according to dictation. Its thought is not deflected through the lens of selfish, vested interests, nor is its vision impaired by the dust and confusion of the mob. Its optic nerve is sensitive only to the rays of truth. The spirit of the higher education, like the spirit of democracy, is uni-

versal. It knows no classes and makes no discriminations. It recognizes the truth that the universal laws of the universe affect all mankind alike, and that "one touch of nature makes the whole world kin."

President Eliot has said that "the spirit of democracy is the spirit of modern science, candid, fearless, truth-seeking, searching for the fact, regardless of consequences." It would not throw Galileo into jail for proving that the world is round. It would not wait twenty-five years, as did the greatest University of England, in the case of Charles Darwin, before it did honor to its greatest scientist.

The spirit of democracy has begun to write anew the histories of the world. The histories of the past have been engrossed with the battles of royal rulers, and the lives, intrigues, and scandals of royal families; the histories of the future will tell us of the institutions of the people, their thoughts and deeds, their lives and characters, their hopes and joys, their tears and sorrows.

But the higher education knows that the education of the intellect makes but a partial and incomplete man; that the crowning result of education is character; and that the highest character finds its basis in that great principle of democracy which declares respect for the rights of others and sympathy for the failings of mankind—that principle which was never better expressed than in the words, "Love thy neighbor as thyself," "Do unto others as you would have others do unto you." The great problems of the future, political, social, and industrial with which higher education is vitally concerned can be solved only by a faithful application of this great moral principle of democracy.

The occasion to-day is auspicious. It marks a triumph of democracy and a triumph of the higher education. This University, standing for democracy and for the higher education, looking for a president to whom it could safely and worthily intrust its sacred interests, true to the principle that merit wherever

found shall be recognized, forgetting the animosities of a civil war, forgetting the enmities of discordant sections, forgetting all but truth and justice, extends the hand of fellowship and faith to this stalwart and sterling son of the Southland. In the same spirit of democracy and in the same spirit of the higher education, let us all give to this new president an open field and a fair chance. Only by this spirit can we be just to him and only by this spirit can we show ourselves worthy of a great university and of a great democracy.

Address of Doctor William H. Welch.

I esteem it a privilege and a high honor to be invited to say a few words on this auspicious occasion in behalf of Medicine and the Medical Faculty. Medicine has a place by historical right in these inaugural exercises, for it has played a large and important part in the history and development of universities from the time of the School of Salerno to the present day. For centuries nearly all that there was of physical and natural science was that which was represented in the medical departments of universities, and abundantly have these sciences repaid the debt which they owe to medicine.

The position of the medical school as an integral and coordinate part of the university has always been maintained in the universities of the continent of Europe, and this close union has been of not less advantage to the university than to medicine. A chief glory of many European universities has been their faculties of medicine, and the commanding position of German medical science to-day is due in large measure to its intimate association with the life and spirit of the university.

But in England and still more in this country this historical union between the medical school and the university has been loosened and actually severed with

results most lamentable. The low condition of medical education in America during most of the last century was due mainly to the establishment of a multitude of independent medical schools, scattered broadcast over the land, without responsible control, without proper facilities for the training of students; schools which usurped the right, belonging solely to the university, of conferring the doctor's degree, and which assumed the function, properly pertaining to the State, of granting the license to practice medicine. In spite of what may be said of the adaptation of such schools to the peculiar needs of a new and rapidly growing country such as ours, and the attainment of results better than might be expected under such unfavorable conditions, we cannot contemplate with any degree of satisfaction this state of medical education.

But the times are changing, and the last two decades have witnessed marvelous improvement in medical education in this country; improvement in preliminary requirements, in standards of education, in equipment for teaching and research, so that now the better medical schools of America compare favorably with those in Europe, both in the training of physicians and in contributions to medical knowledge.

A principal cause of this improvement is the re-instatement of the medical school as a living member of the university. There is no saving grace in the merely nominal affiliation of a medical school with a university. The union must be a really vital one, and the advantages of such union are manifold and mutual. Medicine needs the stimulus, the ideals, the influences, and the support of the university for its best development; and a strong medical department benefits a university in many ways and brings it renown. It is only under such influences that the serious problems of professional education can be satisfactorily worked out, and a permanent adjustment be secured between professional schools and our American colleges and universities,

whose development is in so many ways anomalous and probably at present transitional.

However unattractive the medical school of the past may have seemed as an object of endowment and of interest to university benefactors and authorities, to-day medical science takes rank as the most important of the biological sciences, a science which loses nothing in dignity because it is applied to the relief of human suffering and the improvement of the physical, and indeed the social and the moral well-being of mankind.

Medical education, however, can no longer be properly conducted with the meagre appliances of the past; it requires large endowments to supply laboratories, hospitals, libraries, and a teaching staff. The laboratories and hospitals should serve not only for the training of physicians, but also for the advancement of medical knowledge. There is no more rewarding object of public and private benefaction to-day than medical education and medical science. However large the endowments may be, it can be confidently predicted that the returns in benefits to humanity will be out of all proportion to the money expended.

All the money ever given for the support of universities and the promotion of scientific research has been returned with large interest by the applications of Pasteur's discoveries; by the eradication of yellow fever from Cuba in consequence of the discoveries of Major Reed and his co-workers on the American Yellow Fever Commission; by the saving of life resulting from Behring's discovery of antitoxin and from Lister's introduction of the principles of antiseptic surgery; and by the control of cholera, plague, and other pestilences through the discovery of their specific germs.

It is a great advantage to a community to possess a strong medical school where expert advice and assistance can be obtained concerning matters pertaining to public health. The Medical Department of the University of Cincinnati has an honorable history since its foundation

by that great American physician and pioneer, Dr. Daniel Drake,—a history distinguished by the names of many teachers and graduates eminent in our profession. The very name of this University and medical school should appeal strongly to local pride and patriotism. That the Medical Department, as well as the other departments, of this University will benefit largely from the active sympathy, support, and trained educational knowledge and skill of the new President, I am confident; for President Dabney, while occupying an influential position in the national government, has already practically shown his interest in medical science, and has earned the gratitude of our profession by his services in behalf of freedom of experimental research.

I rejoice, therefore, in behalf of all interested in higher medical education, to bring cordial congratulations and best wishes to this University upon the beginning of this new era. President Dabney, may the University of Cincinnati prosper abundantly under your leadership; may it be in ever increasing measure a home of sound learning, an attraction to students from far and near, an instrument for good, and a source of loyal pride not only to this great city, but also to this State and to the whole country!

Address of President Henry Smith Pritchett.

It is my pleasant duty to offer to you, Mr. President, and to you, Gentlemen of the Board of Trustees, and to the Faculty and students of the University of Cincinnati, the greetings of the Massachusetts Institute of Technology. In this day, when you choose a strong man for your leader, we send you good cheer and congratulations and best wishes for the future.

We recognize that to-day no educational institution lives to itself any more than a man may live to himself; and not only so, but we appreciate also that the lines of intellectual and moral training, which have their place in the university, have also common ties of relation

and of interdependence. Knowledge, whether in one set of phenomena or another, is not isolated, but has in each case a connection in the service of humanity for which all branches of knowledge converge.

In the university of to-day, as it is developing in America, Science, Philosophy, Literature, Medicine, Law, and Engineering are growing side by side and finding a common ground of interest and of intellectual appreciation. It is a little singular that Theology—the science of religion—the science which more than all others needs the inspiration and the companionship of the other sciences seems shyest of their company.

Coming to you from an institution which, while not connected with a university, has always recognized this principle of education by the retention in its own curriculum of philosophical and literary studies, it may be permitted me on this occasion to ask you, as members of a university in a great industrial city, to consider for a very few moments, not so much the part which applied science may play in this general educational scheme as the service which it may render, directly and indirectly in the development of an industrial city. Briefly stated, the point to which I wish to draw your thought is this:

The applications of science in the last century, wonderful as they have been, mark not the final application of scientific knowledge to the problems of mankind but the mere beginnings of those applications. And in the 20th Century a city is likely to find, as in the 19th Century, its entire industrial development transformed by an unexpected application of science to its industrial problems. Under these conditions, the school of applied science contains greater possibilities than any other single agency for the development of an industrial city.

This statement I do not intend to argue, for arguments are tiresome and predictions have little consideration at the hands of busy men. I will use the few minutes at my disposal to tell briefly the story of the

rise and the wonderful development of one industrial city, and to point out at the same time how this development has come about.

At the beginning of the 18th Century the city of Glasgow, Scotland, was an unimportant town of 12,000 inhabitants. It had a local shipping interest, and the nearness and cheapness of coal had suggested the possibilities of manufacture, if only some form of applying the power were at hand. At that time, however, and so far as one could see into the future, its fate was to remain a place whose manufactures would be limited to the hand-work of its artisans.

To-day, the second city in size in Great Britain, Glasgow, is perhaps the greatest industrial center of the world. The shallow river has been dredged out to bear a world's commerce. On it are built the ships which carry a great part of the world's ocean tonnage, while the foundries and the mills send their manufactured products to the farthest corners of the earth. The story of this rise of an industrial city is the story of a man and of a college of science. The man was James Watt and the college was Glasgow College now known as the University of Glasgow, one of the four Scotch universities.

Born in 1736, in a suburb of Glasgow, James Watt found himself at the age of nineteen face to face with the struggle for a living, which perhaps, on the whole, is the best heritage to which a man can fall heir. Having strong mechanical tastes, he went to London to learn the trade of a philosophical instrument maker, but at the end of one year was compelled by ill health to give up and return to Glasgow. For a time he obtained work in repairing instruments, but when he undertook to set up a shop the trades guild compelled him to desist on the ground that he had not served a full apprenticeship. Under these circumstances he was appointed instrument maker at the College, under whose protection he was permitted to continue his work and study. You may have heard the remark before,

it is one often made, that when a man is too weak or too impractical for business he goes to a college. Watt was one of these cases of which you have heard.

In the college he became the intimate friend of Black, the discoverer of latent heat, and of Robison, afterward professor of physics; with them he discussed the problem of improving the steam engine, their knowledge of the principles of physics supplementing his mechanical ingenuity. The starting point of Watt's study was the old Newcomen's engine, a model of which formed part of the college collection of philosophical apparatus. It is no part of my purpose to trace the fascinating story of his success. But the thing I wish to point out is that Watt's engine was not simply a successful machine to pump the water out of mines, for which work it was intended, but that his invention revolutionized the industries of his city and of the world, because it harnessed to the service of man the tremendous power of steam. As a result of that revolution in the use of power, the Glasgow of to-day with its world-wide commerce stands in the place of the Glasgow of 1760, while Watt the inventor and instrument maker of the College of two centuries ago finds his logical successor in Lord Kelvin, the inventor and the engineer in the University of to-day.

But after all, Watt's invention and all it has led to is only a step towards harnessing the forces of nature to the service of man. Do you doubt that other inventions will work changes even more sweeping than those which the steam engine has brought?

Consider a moment. The problem of which Watt solved a part is not the problem of inventing a machine, but the problem of using and storing the forces of nature which now go to waste, or, as the scientific men say, are dissipated, that is, do no useful work. Now to us who live on the earth there is only one source of power—the sun. Darken the sun and every engine on the earth's surface would soon stop, every mill cease to turn, and all movement cease. How prodigal this sup-

ply of power is, we seldom stop to consider. Neglecting the atmospheric absorption, it is still true that the sun delivers on each square yard of the earth's surface, when he is shining, the equivalent of one horse-power working continuously. Enough mechanical power goes to waste on your college campus to warm and light and supply all the manufacturies, street railroads, and other consumers of mechanical power in the city of Cincinnati. How to harness this power and to store it—that is the problem of the inventor and the engineer of the 20th Century, a problem which in good time is sure to be solved.

The old Greeks, who loved to enshrine in poetic legends all the processes of nature, described the daily course of the sun in a charming tale, in which he was represented as a strong and beautiful man, with wavy locks and a crown of rays, driving a splendid chariot. Starting in the morning from the ocean in the east, among the Ethiopians, and driving across the heavens in his glowing car, he descended in the evening into the western sea. At night, while asleep, he was borne along the northern edge of the earth in a golden boat to his starting place in the east. The story goes that on one occasion young Phaeton, the son of the Sun, persuaded his father to allow him to drive the chariot across the sky; but the adventurous youth lost control of the horses, and driving too near the earth scorched it. Mountains were set on fire, rivers and seas dried up, Libya became a desert, and the Ethiopians were blackened by the heat.

In our day a modern champion has arisen, who comes boldly forward to harness the horses of the sun. He has not grasped the reins fully but it is plain that his is no uncertain touch. No mountains will be set on fire and no rivers dried up by his driving; but under his strong hand the horses of the sun will, little by little, bow their proud necks to useful work; rivers will be dredged, continents cut in two, deserts made to bloom, light and warmth will be sent to those who sit in dark-

ness. Streaming into all parts of the earth, the radiant power of the sun shall minister to the service and to the joy of man. This modern Phaeton is the Engineer, and already the reins are in his hands.

Address of President Jacob Gould Schurman.

President Schurman was prepared to speak in behalf of the philosophical faculty; but instead, at the last moment, he made his subject general, and emphasized the value of college faculties as a whole. He laid stress on the fact that not endowment, not the number of students, not the executive alone, made the true university; but the scholarship, devotion, and mental and moral calibre of the faculty. He made an eloquent and effective plea for the recognition of the importance of this modest, scholarly body of workers, and urged that they be unhampered in their investigations and in the expression of the truth, as they see it. As his remarks were extemporaneous, and were not adequately reported, it is impossible to reproduce them here.

The Inaugural Foot Ball Game.

In the afternoon of November 16th a game of football was played at League Park between the teams of the University of Tennessee and the University of Cincinnati. This game, which was especially interesting on account of Dr. Dabney's long connection with the University of Tennessee, exhibited the best side of the sport and the essential differences between Southern and Northern methods of play. It was witnessed by most of the visiting delegates, a large body of students, and many citizens of Cincinnati. The final result was a score of 35 to 0 in favor of the University of Cincinnati team.

COMPLIMENTARY DINNER.

Early in November the Citizens' Committee issued the following invitation to visitors and to representative citizens of Cincinnati :

*The Citizens Committee invites
you to be present at the dinner to be given to
Doctor Charles William Dabney
on the occasion of his inauguration as
President of the University of Cincinnati
at the Phoenix Club at seven o'clock on
Wednesday November sixteenth nineteen
hundred and four*

The three hundred and fifty guests, including the delegates from the various colleges and universities of the country and representatives of all the professional, commercial, and artistic interests of Cincinnati, made a noteworthy gathering of distinguished men. The large dining hall of the Phoenix Club was decorated with smilax, brightened with the colors of the University. The tables were ornamented with roses and ferns, and on the wall, over the chair of the President, hung the illuminated seal of the University. The toasts of the evening were in happy vein, and the speakers were evidently filled with hope for the future of the University. The feeling was strong that the enthusiasm and

the demonstration of civic feeling shown on the induction into office of the new President could not fail to be fruitful in welding more closely the interests of the University and the city.

TOASTS.

Introduction	John W. Warrington, Toastmaster
Response, The University	Charles W. Dabney
The Duty of the Citizen to the University . . .	M. E. Ingalls
Southern Universities	Alcée Fortier
The Union of Our Educational Interests . . .	E. W. Kittredge
Unofficial Statesmanship	Robert C. Ogden
Athletics and Education	Judson Harmon
The City Schools and the University	F. B. Dyer
The Western Reserve and the Influence of New England on Education in Ohio . . .	Charles F. Thwing

Alphabetical List of Subscribers and Invited Guests.

Ach, Lee E.	Bettman, H. W.
Ach, Samuel	Bettman, Morris L.
Ackerland, Max	Bigelow, F. H.
Adler, Chas. W.	Bing, Samuel
Alkins, Harry T.	Blaine, E. R.
Allen, A.	Blaine, J. E.
Alter, Franklin	*Bohannon, D.
Anderson, Davis C.	Bomfield, C. T.
Anderson, Wm. H.	*Bondurant, A. L.
Andreae, Percy	*Bookwalter, Lewis
Armstrong, Geo. W., Jr.	Brown, A. T.
Ault, L. A.	Brown, F. Sanford
Avery, Coleman	Brown, Harry W.
*Ayers, Brown	Bruhl, T. A.
Ayres, S. C.	Brunning, F.
Ballard, Edward	Bryant, O. A.
Banning, Leland, G.	Buck, J. B.
Bartholomew, Geo. K.	*Buckham, M. H.
Barton, Edward	Bullock, J. W.
Benedict, Alfred B.	*Burge, E. A.
*Benton, G. P.	Burke, John
Bettman, Alfred	Burnam, John M.
Bettman, B.	Caldwell, Jno. A.
Bettman, Edgar	Caldwell, Ralph

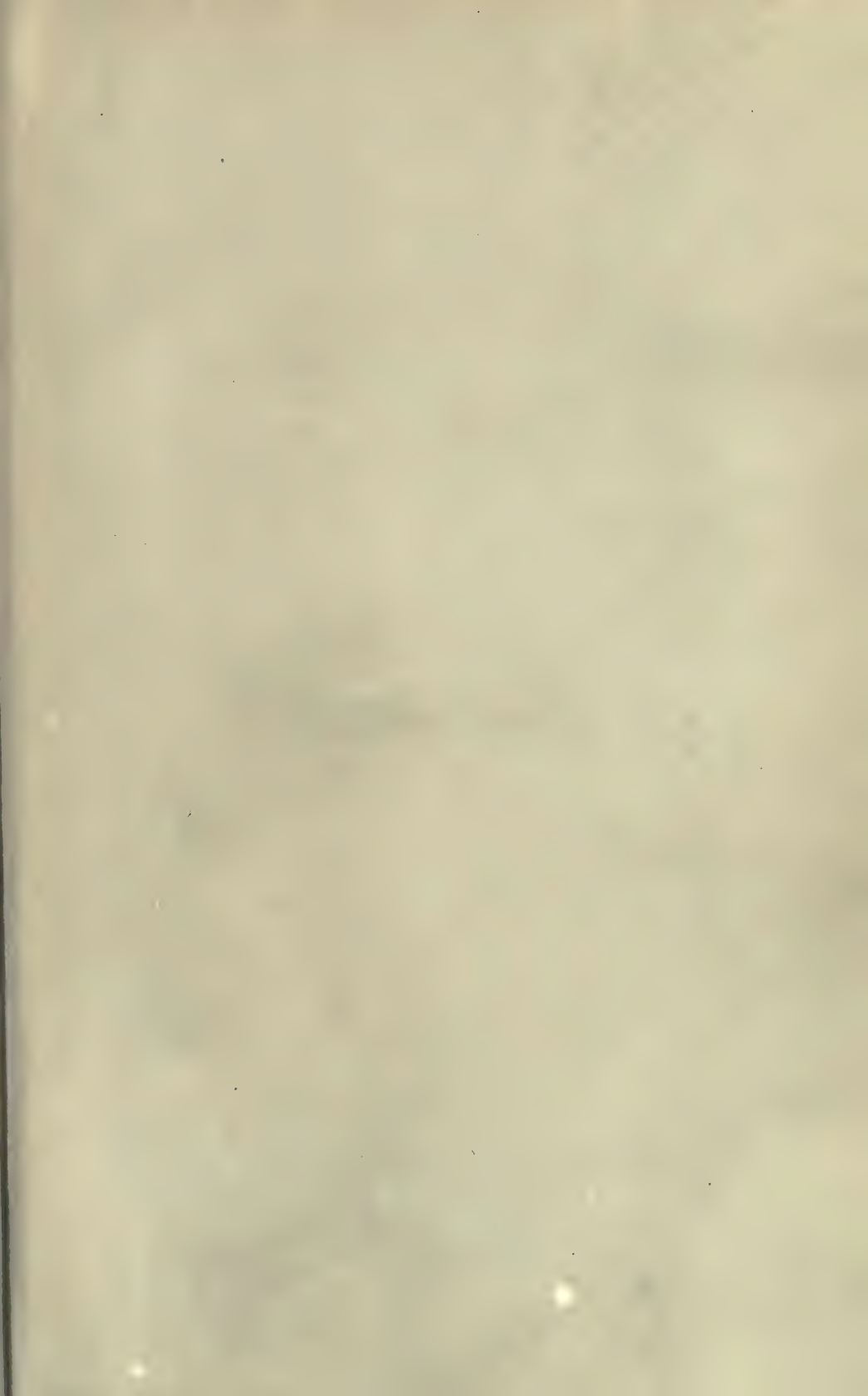
- Campbell, B. W.
Carew, Jos. T.
Carothers, Robt.
Carson, A. I.
*Church, A. B.
Cist, Chas. M.
Cleveland, Harlan
*Codman, W. S.
Comegys, Chas. G.
Conner, P. S.
Conroy, A. J.
Cooper, S. N.
*Cope, W. P.
Cowen, B. R.
*Cox, E. B.
Coy, E. W.
*Craighead, E. B.
Crane, W. H.
Curtis, Henry M.
*Curtis, W. E.
*Dabney, Chas. W.
Dale, Ben. B.
Dana, S. F.
Dandridge, N. P.
Davis, Chas. K.
DeCamp, J. M.
DeCamp, Walter
Dempsey, Edw. J.
*Dial, S. T.
Dickson, Wm. L.
Dieterle, Geo.
Doepke, Wm. F.
Drach, Gustave W.
Drucker, Nathan
*Dudley, W. L.
Durrell, Jos. E.
Dyer, F. B.
*Eddy, H. T.
*Edwards, C. L.
Eichberg, Jos.
*Elliot, A. M.
*Ellis, Alston
Emery, Thos. J.
*English, F. C.
Ernst, Edward H.
Ernst, Richard P.
Espy, Arthur
Evans, Chas. Seth
*Ewing, Z. W.
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*Fay, C. S.
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Greiwe, John E.
Greve, Chas. Theo.
Grossman, Louis
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Harry, J. E.

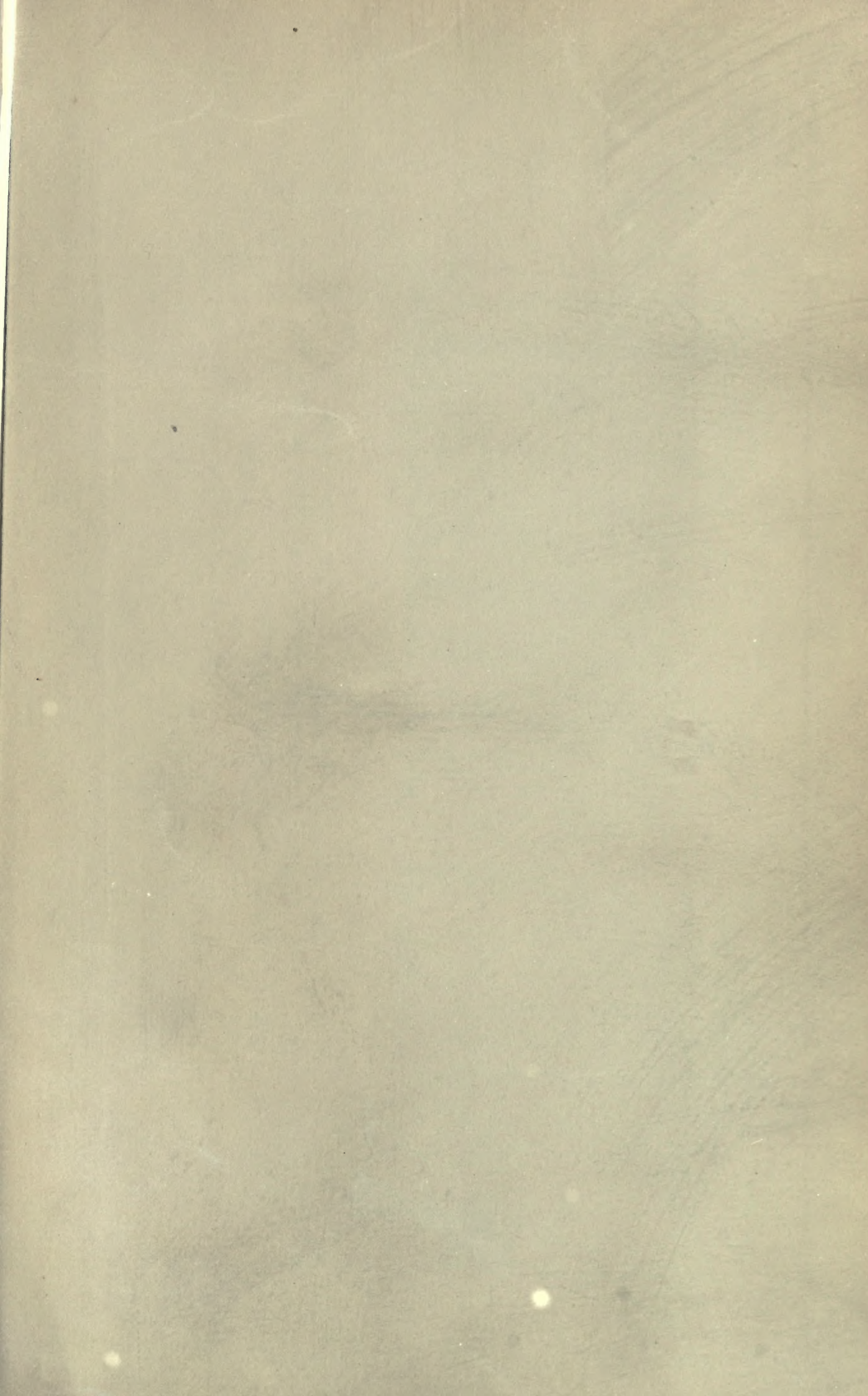
- *Heckert, C. G.
- Heidelberg, Seward
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- Hessberg, D.
- Hill, Alexander
- Hill, Alfred
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- Hinkle, Thornton M.
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- Iglauer, Samuel
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- *James, E. J.
- Jelke, Ferdinand, Jr.
- *Jenkins, B. A.
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- Kramer, S. P.
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- Leiding, J. H.
- Levi, L. S.
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- Lindahl, Joshua
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- *Lord, N. W.
- Luhn, J. Wm.
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- *McColl, J. R.
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- Mack, Millard W.
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- Malsberry, Chas. F.
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- *Mendenhall, E. L.
- Miller, G. T.
- Miller, Louis E.
- Millikin, Daniel
- Mitchell, E. W.
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- Moch, M. E.
- More, L. T.
- Morris, Froom
- *Morris, T. D.
- Mosler, Wm.
- Myers, P. V. N.

- Nelson, Frank H.
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Nippert, Alfred K.
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*Ogdon, Robt. C.
Ottenheimer, Jacob
Palmer, C. D.
*Patterson, J. K.
Pattison, Jno. M.
*Peirce, W. F.
Perkins, W. T.
*Perry, A. T.
Phillipson, David
*Plumb, C. S.
Pollak, Emil
Poole, Allen C.
Porter, J. G.
Porter, W. T.
Powell, A.
*Pritchett, H. S.
*Purinton, D. B.
Rachford, B. K.
*Ramsey, Geo. J.
Rankin, W. C.
Ransohoff, Jos.
Ravogli, A.
Rawson, Edw.
Rawson, Jos.
*Raymond, H. W.
Reamy, Thaddeus A.
Reed, Chas. A. L.
Regenstein, E.
Renner, O. J.
Rheinstrom, Sig.
Robertson, C. D.
Rodgers, W. P.
*Rolfe, J. C.
*Rose, Wicliffe
Roth, Edw. N.
Rowe, Casper N.
Rowe, Jas. W.
Rulison, H. M.
Ryland, Harold
*Sampson, Martin W.
*Saunders, P. H.
Sayler, J. R.
Scarlett, J. A.
Schmidlapp, J. G.
Schurman, J. G.
Schwab, Louis
Seasongood, Philip L.
*Seelye, L. C.
Shearer, J. L.
Shillito, Stewart
Shoemaker, Nicholas M.
Silberberg, Max.
*Simon, F. W.
*Slocum, W. F.
Smith, J. H. Chas.
Smith, Henry A.
Smith, Henry T.
Smith, Rufus B.
Smith, Starbuck
Smith, S. W., Jr.
*Spangler, H. W.
Speidel, C. G. E.
Spiegel, F. S.
Springer, Alfred
*Starbuck, E. D.
Stark, Sig.
Steinharter, B.
Stem, Arthur
Stephens, Chas. H.
Stern, Wm.
Stewart, P. O.
Stillwell, W. E.
*Stone, W. E.
Strunk, Wm.
Swing, James B.
Sykes, G. S.
Taft, Chas. P.
*Taylor, J. J.
*Taylor, J. M.
Thalheimer, W. B.
*Thompson, W. O.
Thomson, Peter G.
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Thurnauer, C. M.
*Thwing, Chas. F.
Tietig, Rudolph
Todd, W. R.
Trager, I.

*Trent, W. P.	Whitacre, H. J.
Trevor, Thomas	*White, H. C.
Trost, S. W.	White, J. E.
Van der Stucken, Frank	*Whitlock, W. F.
Van Dyke, A. M.	Wiborg, F. B.
Vincent, Boyd	Wiggins, B. L.
Voorheis, A. B.	Wilby, Jos.
Wachman, D.	Withrow, J. M.
Wachtel, Chas.	Woodmansee, D. D.
*Wait, C.	Workum, D. J.
Wald, Richard H.	*Wright, H. H.
*Warfield, E. D.	*Wright, R. R.
Warrington, John	Wulsin, Drausin
*Welch, W. H.	Yerger, Wm. D.
Westheimer, Leo L.	Zinke, E. Gustave
*Weston, S. F.	

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